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ABSTRACT

The study has two main components: a descriptive study of the secondary French program (SFSL) in a large school district in the Vancouver, British Columbia metropolitan area, and a followup study of grade nine students who had been surveyed initially when they were in grade six of the elementary French program (EFSL). The followup study examined the relationship between students' attitudes toward French and their achievement in French in elementary and secondary school, their retrospective views of the EFSL program, and retention in the French program when it becomes an option in secondary school. The main findings indicated that students' attitudes toward French in grade six were related to their subsequent attitudes in grade nine. It was found that students who dropped French after grade eight tended to have more negative attitudes from their first exposure to French in elementary school. A two-week review period at the beginning of grade eight was rated as the most effective method of facilitating ESFL-to-SFSL articulation, and analysis of the data suggested that students from a two-year EFSL program (grades six and seven) found the transition to secondary French easier than did those from a one-year EFSL program (grade seven). (Author/MSE)

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A STUDY OF FRENCH SECOND LANGUAGE PROGRAMS: STUDENT ATTITUDES, ACHIEVEMENT AND ARTICULATION BETWEEN ELEMENTARY AND SECONDARY PROGRAMS

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ABSTRACT

This study had two main components: a descriptive study of the secondary (SFSL) French program; and a follow-up study involving grade nine students who were initially surveyed when they were in grade six of the elementary (EFSL) French program. The follow-up study examined: the relationship between students' attitudes toward French and their achievement in French in elementary and secondary school; students' retrospective views of the EFSL program; and retention in the French program when it becomes an option in secondary school.

The main findings indicated that students' attitudes toward French in grade six were related to their subsequent attitudes in grade nine. It was found that students who dropped French after grade eight tended to have more negative attitudes from their first exposure to French in elementary school. A two-week review period at the beginning of grade eight was rated as the most effective method of facilitating EFSL-SFSL articulation, and the data suggested that students from a two-year EFSL program (grades six and seven) found the transition to secondary French easier than did those from a one-year EFSL program (grade seven).

INTRODUCTION

Although the practice of teaching a second language to young school age children is not new, there has been a marked increase in interest in second language learning at the elementary school level during the last thirty years. This revival of interest is exemplified by the FLES (Foreign Language in Elementary School) program in the United States (Andersson, 1969; Pillet, 1974); the Pilot Project on French in the Primary School in Britain (Burstall, Jamieson, Cohen & Hargreaves, 1974); and the dramatic rise in French enrolment in Canadian elementary schools (Shapson, 1982).

According to Stern & Weinrib (1977), three factors contributed to this increased interest in the development of a second language component in the education of younger children:

> They were, above all, the demand for a radical improvement in language learning, the wish to exploit the young child's supposedly greater language-learning abilities, and the desire to enrich the educational experience of primary-school children. (p. 5)

In Canada, a fourth factor, "basic necessity" (Halpern, in press), provided further impetus for teaching second languages. In 1969, the Official Languages Act, giving equality of status to both the English and French languages in Canada, was adopted. It then became a necessity for some segments of the population (e.g. anglophones in Quebec) and a distinct advantage for others (e.g. those seeking federal public servant positions) to learn both languages of Canada. In response to the act, massive second-language programs for federal civil servants were

launched. A detailed report (Bibeau, 1976) on their effectiveness concluded that the future of language in Canada lay not in such expensive programs for civil servants, but in better second-language education in schools (Stern & Weinrib, 1977).

Funds for improvement in second-language education in the Canadian schools were provided through various Secretary of State federal-provincial programs to encourage bilingualism. The first programs were part of a five-year plan implemented in 1970 and renewed with little change in 1974 (CPF National Newsletter, 1981). These funds provided the impetus for a major expansion of French programs in the 1970's, particularly at the elementary grade level.

Three basic types of French Second Language (FSL) programs emerged in Canada: core, extended and immersion (Swain, 1981). Core programs, such as the EFSL (Elementary French Second Language) programs in British Columbia, are those in which French is taught for short periods (20-40 minutes), typically on a daily basis.

Extended programs have, in addition to a core component, one or two subjects which are taught using French as the medium of instruction. The immersion approach generally involves the use of French as the language of instruction for all of the curriculum during one or more years of schooling (Shapson & Kaufman, 1978).

In British Columbia, activity in the area of French as a second language was not confined to physical expansion of the programs: committees were struck to develop new curriculum guides for the French programs, a provincial Modern Languages

Resource Centre was established, new programs for training French teachers were developed at the universities, and an active and influential B.C. chapter of the Canadian Parents for French group emerged. In the late 1970's, a major evaluation study, the B.C. French Study (Shapson, Kaufman & Durward, 1978), was carried out. This two-year study documented the growth and status of EFSL programs in 25 B.C. school districts and underscored the need for continuous evaluation of programs.

Looking back, the period 1975 to 1980 can be characterized as one of generous funding, fervor, and optimism for the French Second Language programs in British Columbia. The outlook for EFSL in British Columbia in the 1980's, however, is not so promising; in many ways the situation parallels that of the FLES program in the United States in the late 1960's (McLaughlin, 1978; Pillet, 1974). Enrolments in the FLES program peaked in the 1960's. The results were dramatic: by 1960, 1,227,000 pupils were enrolled in FLES programs, compared to 2,000 pupils in the U.S. receiving seconda language instruction in 1939 (Andersson, 1969). In the following decade, however, interest in foreign language once again waned. In 1979, a concerned President's commission on foreign language and international studies reported (Note 1; p. 6) that only 15% of American high school students, compared to 24% in 1965, were studying a foreign language; and that only 8%, compared to 34% in 1966, of American colleges and universities required a foreign language for admission.

School Boards and parents want to know what, if any, are the benefits of exposure to French in the early grades. Does such exposure improve attitudes toward French? (Burstall et al.,

1974); affect French achievement in subsequent grades? (e.g. Burstall et al., 1974; Vocolo, 1967); increase students' likelihood of continuing in French? (Burstall et al., 1974; Lipton and Bourque, 1969).

As the EFSL program in British Columbia has grown, the problems of articulation, both within the elementary grades and between elementary and secondary French programs, have become increasingly apparent. Results of studies throughout B.C. and the northern territories (Durward & Durward, 1982; Shapson, Durward & Kaufman, 1981) have revealed wide variations in amount of time, commercial program used, teacher training, etc., all of which seriously affect the continuity of a program. Now, with over 50% of the students in the province entering secondary school with two or more years of French instruction behind them, the problems have compounded. Educators are struggling to effect smooth articulation between the two programs to the advantage of both. As Mr. Max Yalden, Commissioner of Official Languages, stated:

> I put it to you that we simply cannot,through carelessness or stalling, allow the investments we have made at the elementary level, in money, in human resources, and in our children's future, to go down the drain. (Yalden, Note 2)

Scope and Objectives of the the Present Study

The study had two main components: 1) a descriptive study of the FSL program at the secondary level (SFSL) in a major school district in the metropolitan area of Vancouver, and 2) a follow-up of grade 9 students who participated in an evaluation

in 1977-78 (when they were in the grade 6 EFSL program).

The specific aims of each component of the study are presented below.

Objectives of the Descriptive Study of the SFSL Program

a) To provide descriptive information about the Secondary French Second Language (SFSL) program, including demographic data about the student population

b) To examine grade 9 students' opinions and perceptions about the French program, with particular emphasis on their retrospective views of the elementary French program and articulation between the elementary and secondary French programs.

Objectives of the Follow-up Study

a) To conduct a follow-up study of grade 9 students who were studied in grade 6 in 1977-78 to examine the relationship of attitude and achievement in grade 6 French and:

   i) attitude and achievement in grade 9

   ii) retrospective views of the EFSL program

   iii) retention in the French program.

Review of Related Literature

Research on Elementary Second Language Programs

Despite some attempts to stimulate systematic research in this area, e.g. international studies at the Unesco Institute for Education in Hamburg in the 1960's (Stern, 1982a), there have been few major investigations of elementary French second language programs. Among the most well known studies conducted

are the ten-year longitudinal study of the pilot scheme of primary French instruction in Great Britain (Burstall et al., 1974) and an international study of French instruction in ten countries (Carroll, 1975). Research findings on the FLES programs, widespread in the United States during the 1950's and 1960's, have been summarized by McLaughlin (1978).

Canadian research, however, has focussed on the immersion approach (e.g., Genesee, 1979; Halpern, 1976; Lambert & Tucker, 1972; Shapson & Day, 1982; Shapson & Kaufman, 1978; Swain, 1978; Swain, Lapkin & Andrew, 1981) despite the fact that:

> ...the majority of Canadian children have their only opportunity to learn French in school through the core or traditional French Second Language (FSL) approach. (Shapson, 1982, p. 48).

Canadian research that does exist on the core (FSL) approach examines it in the context of other alternatives to French language learning (e.g., Edwards & Smyth, 1976; Halpern, 1976; McInnis & Donohue, 1976; Morrison, 1979; Stern, 1982a; Swain, 1981). A notable exception is the B.C. French Study, a two-year study of the Elementary French as a Second Language programs in twenty-five school districts in British Columbia (Shapson, Durward & Kaufman, 1981). The main aims of the study were to provide a descriptive and evaluative study of the EFSL programs, to identify factors contributing to the strengths and weaknesses of the program, and to develop a mechanism for on-going evaluation for school districts.

Articulation Between Elementary and Secondary Programs

Definitions of articulation. As defined in the Ontario French Curriculum Guide (Ontario Ministry of Education, 1980),

articulation is "the planned connection between successive grades or divisions of the educational system." Brooks (1964) uses the term "continuity" to describe such sequencing.

The above definition represents only one dimension of articulation. According to Lange (1982), the most complete treatment of the concept is offered by Lafayette (1980), who isolates three subcategories of articulation: "internal articulation," "sequential articulation," and "external articulation." Lange (1982) and Walsh (1967) use the terms "horizontal," "vertical," and "inter-multidisciplinary articulation." "Horizontal" articulation refers to a coordination of any curriculum across the classes that are simultaneously attempting to accomplish the same objectives (Lange, 1982). Such factors as teacher fluency in French, time allotment for French, commercial program used, and program objectives should be constant within a grade level for horizontal articulation to be effective. The "vertical" dimension of articulation is that referred to by the Ontario Ministry of Education above and by Brooks (1964), i.e. the continuity of a program throughout the length of a program.

The terms "interdisciplinary" and "multidisciplinary" articulation, according to Lange, "relate to the capability of a second language as a school subject to associate with other disciplines in the curriculum." Examples of interdisciplinary articulation are found within the language program itself, in that the content of language learning (phonology, morphology, syntax, etc.) is related to the first language. More often, the term "integration" (Stern, 1982a) is used to describe this

linking to other curriculum areas.

Although the focus of this paper is "vertical" articulation, it is important that the multi-dimensional aspect of the term be recognized.

The problem of articulation. Effective articulation is a critical factor in the success of a second language program (Burstall et al., 1974; Ontario Ministry of Education, 1980; Pillet, 1974; Sims & Hammond, 1981; Stern, 1982a). Pillet (1974), for example, commented that the problem of articulation:

> ...still continues to be punitive to the elementary school child entering high school and deleterious to the maintenance of FLES programs (p. 24)

However, little actual research in the area of articulation is evident. Most of what does exist focusses on the problem of articulation between secondary schools and colleges or universities (Bidwell, 1955; Moore, 1970; Webb, 1979), although a few recent studies have alerted educators to the seriousness of the articulation problem between elementary and secondary schools.

Results of the B.C. French Study (Shapson et al., 1981) brought to light the wide variations in time allotments for French, instructional materials, and approaches to staffing which existed throughout British Columbia in the late seventies. Follow-up surveys carried out in individual school districts (e.g., Shapson, 1982; Durward, 1981) revealed that such variation was also to be found within grades at the district level, compounding problems of vertical articulation with those of horizontal articulation.

Studies of the elementary (Krohn & Shapson, 1981) and secondary (Durward & Durward, 1982) French programs in the Northwest Territories provided an example of what Moore (1970) would call an "articulation jungle." In addition to the typical variations in programs identified in the B.C. French Study, educators in the Territories were handicapped by factors of isolation, vast distances, a highly mobile population of teachers, students and administrators, and a large percentage of English as a second language students. Finally, the results of a two-year study (Durward, 1983) clearly illustrated how student mobility and the semestering system can wreak havoc with the articulation process.

Effects of EFSL on Subsequent Language Study

Subsequent language achievement. A report by the FLES Committee of the American Association of Teachers of French (Lipton and Bourque, 1969) cited the major studies carried out to determine whether FLES was, in fact, "essential and productive". Although the report appears somewhat biased in favour of the FLES programs, it does provide one of the better summaries available.

As evidence of the beneficial aspects of FLES, the Committee cited a study by Brega and Newell (cited in Lipton & Bourque, 1969) comparing the French achievement of FLES students who had received French from grade three on versus that of non-FLES students who received the traditional French offering (from grade 7 on). The FLES group performed significantly better on the four Modern Language Association tests of listening, speaking, reading and writing when tested in grade 11. However, worthy of note (and not mentioned in the Committee's report) is Brega and

Newell's comment regarding the fact that the FLES students were taught by a "specialist" French teacher throughout their FLES years.

In a study conducted by Vocolo (1967), grade 9 students enrolled in a FLES program from grade 5 on scored higher on measures of listening, speaking and writing than did their counterparts who started French in grade 8. Several other studies claiming positive results for FLES graduates in secondary schools have been summarized by Donoghue (1969). However, Oller and Nagato (1974) refer to the Donoghue summary as a "glowing but distorted" review.

Other studies have revealed somewhat disappointing achievement results for FLES students in their secondary school years (Justman & Naas, 1956; Lipton & Bourque, 1969; Oller & Nagato, 1974). Similarly, the results of the Pilot Scheme in Great Britain (Burstall et al., 1974) did not find an advantage in three out of four French skills for pupils who were taught French from age eight versus those taught from age eleven.

Carroll (1975) concluded that there was no special advantage in starting the study of a foreign language very early other than the fact that this may provide the student more time to attain a desired performance level at a given age. However, Carroll's findings from an earlier study led him to this qualified statement in favour of FLES graduates:

> The conclusion that does seem to emerge from the data is that for those students who were enabled to start French or Spanish in the elementary school and who liked the language well enough to impel them to continue with it to the point of graduating from college with a language major, their start in elementary school gave them a distinct advantage, on

> the average, over those who started later. (Carroll, 1967, p. 137)

In summary, however, it is noted that many of the studies of FLES suffer from methodological weaknesses, e.g., in the secondary schools, elementary language graduates are integrated with language novices. Burstall's conclusions have been subject to some criticism in view of such limitations (Stern, Burstall & Harley, 1975; Spicer, 1980).

The relationship between success of EFSL programs and effective articulation is also pointed to by Oller and Naqato (1974). These researchers, in discussing their finding that a FLES program did not have a lasting positive effect, stated:

> In the school system examined here, it seems the major obstacle is the lack of coordination between the elementary and the secondary programs. Since FLES and non-FLES students are integrated into the same classes from the eighth grade on, the FLES students must mark time while the non-FLES students catch up. (p.18)

Continuation of second language study: The success of EFSL programs cannot be measured solely in terms of academic achievement; the encouragement of further second language study is often cited as a desired outcome.

Several researchers have reported that students who begin their language study in elementary school are more likely to elect a foreign language in high school (e.g. Lipton & Bourque, 1969; Oneto, 1967). Burstall (1974) was of a differing opinion:

> It was also felt that the introduction of French into the primary school curriculum had served to increase the number of pupils who reached the secondary school with negative attitudes towards further foreign language learning. (p. 187)

Burstall did not, however, provide objective data to support her

contention (see Spicer, 1980, p. 413).

Attitudes toward French language and culture. Gardner and Lambert (1972) have argued that attitudinal and motivational factors affect acquisition of a foreign language; in particular, that the key to successful language learning is the adoption of an "integrative" rather than an "instrumental" orientation toward the foreign language and culture. A student with an integrative motivational orientation would be characterized by:

> an inquisitiveness and genuine interest in the people comprising a cultural group, be it an interest in an ancient people or a contemporary one, or a desire to meet with and possibly associate with that group (p. 14)

whereas one with an instrumental motivational orientation would be characterized by "a desire to gain social recognition or economic advantage through knowledge of a foreign language" (p. 14). Burstall et al. (1974) examined Gardner and Lambert's hypothesis during the course of the evaluation of the teaching of French in Great Britain primary schools and concluded that the findings:

> lent only partial support to the view put forward by Gardner and Lambert: although pupils' attitudes and achievement proved to be closesly associated, the motivational characteristics of individual pupils appeared to be neither exclusively integrative nor wholly instrumental. (Burstall, 1978, p. 3)

Gardner and Smythe (1976), in their review of a number of studies examining the relationship between attitude and achievement, concluded that:

> They all, nonetheless, were in agreement in demonstrating a relationship between attitude and achievement in the second language, even (in those studies which included appropriate measures) when the effects of intelligence or

> language aptitude were isolated through statistical means. (1976, p. 1)

Burstall et al.'s (1974) finding that successful early starters in French maintain a better attitude toward speaking the language is in line with Gardner and Smythe's conclusion.

The B.C. French Study (Shapson, Kaufman & Durward, 1978) found that attitudes toward French language and culture became increasingly less positive as students progressed from grades 4 to 7. Similar findings were reported by Stern et al. (1976), prompting the researchers to conclude that the Core French program did not appear to meet the objective of fostering positive attitudes. The results were supported in a broader context by Barry, Kalin and Taylor (1977), who found that the higher the level of education of students, the less positive their attitude toward "charter groups" (i.e. French and English ethnicity).

METHODOLOGY

Sample

The study was conducted in a major school district in the metropolitan area of Vancouver which has offered an EFSL program since 1974. The program is offered district-wide at the grade 6 and 7 level.

SFSL Descriptive Study

The focus of the secondary French as a Second Language (SFSL) Descriptive study was on grade 9, the first year of secondary school for which French is an optional subject.

A random selection of approximately 25% of the French 9 students in the district (Krijcie & Morgan, 1970), stratified by school, participated in the study. This procedure resulted in a sample of twelve out of a possible 38 French 9 classes in the district.

Background information and enrolment statistics were collected from the French department heads and the district Coordinator of Modern Languages.

Follow-up Study

In 1977-78 four grade 6 classes (107 students) were randomly selected to participate in an evaluation of the elementary French program. The Follow-up Group for the present study was comprised of students involved in the 1977-78 Grade 6 evaluation who were still enrolled in the district's secondary schools.

Design of the Study

The design of the SFSL Descriptive and the Follow-up studies are presented in Table 1.

A pilot year of the SFSL Descriptive Study allowed the researcher to develop and pilot test questionnaires, administration instructions and procedures, and to determine appropriate French achievement measures for French 9 students for the main year of the study.

Table 1

Design of the Study

	Grade of Testing		
	Grade 7 (1977-78)	Grade 9 Year I (Pilot)	Grade 9 Year II (Main)
DESCRIPTIVE STUDY			
Students Taking French		X	X
Students Not Taking French		X	
FOLLOW-UP STUDY			
Students Taking French	X		X
Students Not Taking French			X

Instruments

Attitude Scale

The Attitude Scale (Shapson, Kaufman & Durward, 1980) consists of a 20-item scale of attitude toward French language and culture and one item on attitude toward school in general. Students are asked to indicate their agreement with each statement on a five-point scale ranging from "strongly agree" to strongly disagree." The Attitude Scale has been used in more than 30 school districts throughout British Columbia in grades 4 through 9. The reliability coefficient for the scale, as measured by Cronbach's Alpha coefficent of internal consistency, is .92.

The B.C. French Comprehension Test (Shapson, Kaufman & Durward, 1980) was designed to measure the French listening comprehension skills of British Columbia students in Grades 4 to 7 enrolled in elementary French as a Second Language programs. The test (on tape) is administered in one sitting of approximately 35 minutes and consists of three sections: Sound Discrimination, Vocabulary, and Stories. The reliability coefficient for the total test, as measured by Cronbach's Alpha coefficient of internal consistency, is .91.

Questionnaire for Grade 9 Students

This questionnaire was designed specifically for the study to determine students' retrospective views of the elementary French program, opinions of the secondary French program, and plans for continuing in French. An experimental version was used in the pilot year of the Descriptive Study. Based on input from students, teachers and scorers, this version was refined for use

in the Main and the Follow-up studies.

Test de Classement (CEC)

The Test de Classement, published by the Centre Educatif et Culturel, Inc., was used to test the listening comprehension, reading and writing skills of Grade 9 French students.

The listening comprehension sub-test is a 37-item tape-administered test with six parts requiring responses to orally presented statements and dialogues. A brief sound discrimination section is also included.

The reading subtest is a 21-item multiple choice test requiring the comprehension of written statements and extended texts.

In the writing subtest, the student is given a reading selection in which there are 15 omitted words. He is asked to choose from a separate list of 30 words the most appropriate word for each blank.

Questionnaire to French Department Heads

This questionnaire was developed to collect information to assist in determining appropriate sampling procedures and to gather demographic information about students enrolled in secondary French programs.

RESULTS

SFSL Descriptive Study

Descriptive Information about the Secondary Program

Pattern of French enrolment from grades 8 to 12. In Table 2 data on percentage of students enrolled in French courses by grade are presented.

For both years of the study, a steady decline in French enrolment from Grades 8 through 12 was noted, so that by Grade 12 less than one-quarter of the school population took French. For all grade levels, there was considerable variation in French enrolment among secondary schools.

The two largest declines in enrolment occur after Grade 8 (the last year of "compulsory" French) and after Grade 11. The figures suggest that students that opt for French in Grade 9 are likely to continue French until the end of Grade 11, i.e., until they have fulfilled the secondary language requirement implemented or reinstated during the 1980's in British Columbia universities.

Table 2

Percentage of Secondary Students Enrolled in French Programs by Grade

		Grade Level				
		8	9	10	11	12
% of Students Enrolled in French	Year I	91.7	73.4	63.2	46.3	24.7
	Year II	95.0	76.9	60.8	54.7	21.9
Range of % Enrolment Among Schools	Year I	79-100	63-86	56-77	37-70	19-49
	Year II	84-100	65-86	48-79	45-75	11-55
Number of Schools	Year I	7	7	6	5	4
	Year II	7	7	7	5	5

Statistics provided by French Department Heads or from "Form K: Principals' Report on Organization of Secondary Schools".

Students' Attitudes Toward French Language and Culture

Table 3 presents results on the Attitude Scale, a 20-item measure of attitude toward French language and culture. Each item is rated on a 5-point scale; the minimum or most positive score is 20, the mid-point is 60 and the maximum or most negative score is 100.

Results from Year I of the study indicated that students who opt for French 9 have more positive attitudes toward the language and culture than do those students who do not take French (mean scores of 52.5 and 68.3 respectively). The difference between the means of these two groups was significant at the .001 level ($t=6.54$, $df=191$).

The results for Year II suggested that the attitudes of French 9 students tested in Year II of the study (mean score=48.8) were more positive than those of students tested in the Year I (mean score=52.5).

Table 3

Total Mean Scores and Standard Deviations on the Measure of Students' Attitudes Toward French Language and Culture[a]

	n	Mean	Standard Deviation	t-value
Year I (Pilot)				
Students enrolled in French 9	152	52.5	14.0	6.54*
Students not enrolled in French 9	41	68.3	12.6	
Year II (Main)				
Students taking French 9	252	48.8	11.9	

[a] A 20-item scale in which each item is rated on a 5-point scale. The minimum or most positive score is 20, the mid-point is 60 and the maximum or most negative possible score is 100.

* significant at the $p<.001$ level

Students' Opinions About the French Program

Difficulty of the French program. Students' ratings of difficulty of the French program for grades 6 through 9 are presented in Table 4.

Students tended to rate the program as increasingly more difficult from grades 6 to 9. A statistically significant difference was found in the ratings from grade 8 to grade 9 ($t=2.80$, $p<.01$).

Table 4

Students' Ratings of Difficulty of the French Program in Grades 6 through Grade 9

	Grade Level			
	Gr. 6 (n=223)	Gr. 7 (n=241)	Gr. 8 (n=252)	Gr. 9 (n=253)
Mean Rating[a] of Difficulty	2.10	2.14	2.26	2.53
Standard Deviation	1.09	0.98	1.02	1.14
T-value (Test of significance between successive grades)		n.s. 0.42	n.s. 1.33	* 2.80

[a] Calculated on a 5-point scale from 1 = "not at all difficult" to 5 = "very difficult"

n.s. = not statistically significant

* significant at the .01 level

In examining the data collected from both years of the study, it was observed that the Year I group French 9 students tended to find all years of the French program, and particularly the secondary years, more difficult than did the Year II students (Table 5). This finding was of particular interest, given that only 46% of the Year I group had completed a two-year (grade 6 and 7) elementary French program, compared to 89% of the Year II students.

Table 5

Mean Ratings[a] of Difficulty of the French Program: Year I Versus Year II

	Year I[b]			Year II[c]			
	n	Mean	S.D.	n	Mean	S.D.	t-value
Grade 6	69	2.56	0.88	149	2.01	1.06	3.75*
Grade 7	139	2.53	1.04	161	2.11	1.03	3.51*
Grade 8	149	2.81	1.09	172	2.20	1.01	5.20*
Grade 9	147	3.03	1.02	172	2.51	1.11	4.33*

a Calculated on a 5-point scale from 1 = "not at all difficult to 5 = "very difficult"

b 46% of students had completed two years of elementary French

c 89% of students had completed two years of elementary French

* significant at the .001 level

Methods used to facilitate articulation. Students were asked to rate three methods used to ease the transition between the elementary and the secondary French programs.

Less than 11% of the students surveyed reported that their Grade 7 class had visited a secondary school French class, and for those that had, the mean rating of usefulness of such a visit was low (3.19, where 3="neutral" and 4="not very useful").

Approximately 12% of the group noted that a secondary school French teacher had visited their elementary school with program information; this activity received a higher rating of usefulness (2.83, between "useful" and "neutral"). The activity engaged in by most students (84.6%), as well as the most highly rated (2.05) in terms of usefulness was the period at the beginning of Grade 8 used to review the French covered in elementary school. Approximately one-third of the students rated this review period as being "very useful".

Helpfulness of the elementary French program. Students were asked to rate the elementary French program in terms of usefulness for the grade 8 French program. Approximately 42% of the students answered on the "helpful" and 33% on the "not helpful" side of the scale; 21% of the students' ratings were "neutral" and 4% made no response. The most commonly cited comments regarding helpfulness were categorized as follows:

	Number of Students	Percent of students (n=253)
"The basics learned in elementary French were helpful"	25	9.9%
"Elementary French did not prepare me for high school"	14	5.5%
"Elementary French teachers did not teach us anything"	12	4.7%
"Elementary French was a waste of time"	11	4.4%

Analysis of students' retrospective views on how the elementary French program could have been more helpful suggested that students would have preferred a more demanding, structured elementary program:

	Number of students	Percent of students (n=253)
"Teach more formal aspects of French (e.g. grammar, writing)	41	16.2%
"Increase the time allotment for French in elementary school"	31	12.3%
"Spend more time on verbs"	30	11.8%

Reasons for taking French 9 and plans to continue in French. The requirement that students entering university have a second language to the Grade 11 level clearly has affected students' motivation for taking French: it was the reason given by over 68% of the students for enrolling in French 9 (see Table 6).

When asked whether they planned to attend university, 69%

(175/253) of the French students replied "yes", 25% (65/253) were undecided and less than 4% (9/253) had definitely decided not to go to university (four students did not reply).

A summary of the data on students' plans to continue in French is presented in Table 7. Over 80% of the French 9 students intended to take French to the Grade 11 level. The data suggest that once this university requirement is fulfilled, enrolment in French will drop: 56.5% definitely planned to take French in Grade 12.

Although the figures predict a drop in enrolment from Grade 11 to 12, examined another way they are very encouraging. Assuming that the sample of students in the study is representative of all French 9 students in the district, it is estimated that the percentage of students taking French in Grade 12 in 1983-84 will be at least double that of the percentage of Grade 12 students enrolled in French 12 in 1980-81 (Note 3).

Table 6

Summary of Students' Responses to the Question:

"What are the reasons you decided to take French 9 this year?"

Reason	Number of Students	Percent[a] of Students
Need a second langauge for university	173	68.4%
I want to learn a second language	55	21.7%
I like French	45	17.8%
You need French to get a good job	24	9.5%
French is useful in Canada	22	8.7%
I wanted to continue on in French	17	6.7%
French is useful for travel	17	6.7%
My parents wanted me to take it	15	5.9%
I do well in French	8	3.2%

[a] Some students provided more than one reason; therefore, the percentage total exceeds 100%.

Table 7

Students' Plans to Take French in Grades 10, 11 and 12

	Percentage of Students (n=253)			
	Plan to Take French?			
	Yes	No	Undecided	No Response
Grade 10	89.3%	6.7%	2.4%	1.6%
Grade 11	80.2%	6.3%	11.8%	1.6%
Grade 12	56.5%	8.7%	32.0%	2.7%

Follow-up Study

Number of Participants

Student records of the elementary schools involved in testing in 1977-78 and those of all secondary schools in the district were consulted to locate students who took part in the Grade 6 testing. Approximately 50% (53 out of 107) of the original group participated in the Year II Grade 9 testing. Attrition statistics for the Follow-up Group are presented in Table 8.

Table 8

Number of Students Dropped from the Follow-up Study for Various Peasons

Reason	Number Dropped from Follow-up Group (n=107)
Not located within the public school system of North Vancouver; present location unknown	28
Moved to another school district	17
Enrolled in alternate school in North Vancouver not offering French	2
Released from testing at request of teacher and student	1
Enrolled in Special Education Program	1
Absent on day of testing	5
Total number of students dropped[a]	54

[a] The group of students who remained in the Follow-up sample did not differ in grade 6 attitude and achievement results from the original grade 6 sample.

Relationship Between Student Attitude and Achievement in Elementary and Secondary School

In Table 9, results for the Follow-up group on measures of attitude toward French language and culture and French achievement are presented.

Statistically significant correlations between the two measures were found in six instances. The strongest correlation (r=.82) was that between the pre- and post-test administration of the attitude scale in Grade 6.

Moderately strong correlations were found between all attitude scale administrations; thus, those students with positive attitudes toward French in Grade 6 (either pre- or post-test) tended to have positive attitudes in Grade 9, and those with negative attitudes in Grade 6 tended to have such attitudes in Grade 9.

There were no significant correlations between attitude and achievement measures in Grade 6; however, there were moderate correlations between attitude in Grade 9 and i) achievement in Grade 6 (r=-.36) and ii) achievement in Grade 9 (r=-.45). In both cases, the more positive the attitude score, the higher the achievement score and vice versa.

Table 9

Means, Standard Deviations and Correlations
Among Measures Used in the Follow-Up Study

Measures	n	Mean	S.D.	CORRELATIONS (r)[a] 1	2	3	4	5
1. Attitude[b] Gr. 6 Pretest	46	44.39	14.80	-	.82*	.65*	-.09	-.20
2. Attitude[b] Gr. 6 Posttest	50	51.06	16.20	-	-	.63*	-.09	-.60*
3. Attitude[b] Gr. 9	53	56.38	16.33	-	-	-	-.36*	-.45*
4. Achievement[c] Gr. 6	49	35.82	8.03	-	-	-	-	.28
5. Achievement[d] Gr. 9	27	29.56	7.74	-	-	-	-	-

* Significant at the .01 level

[a] r = Pearson correlation coefficient

[b] A 20-item scale for which the minimum or most positive score is 20, the mid-point is 60, and the maximum or most negative score is 100.

[c] Maximum possible score on the B.C. French Comprehension Test = 58

[d] Maximum possible score on the Test de Classement = 73.

Retention in the French Program

Of the 53 students involved in the Follow-up Study, 35 (66.6%) were enrolled in French 9. In order to examine some of the factors affecting a student's decision to continue in French, attitude scores were plotted for the group of students taking French 9 versus those not taking French 9 (see Figure 1).

Those students not taking French 9 tended to have less positive attitudes toward French from their first exposure to the language in Grade 6. From the end of Grade 6 to the end of Grade 9, attitude scores of the No French 9 group became increasingly negative, whereas those of the group taking French 9 remained positive from Grade 6.

Differences in Grade 6 achievement results by decision to take French 9 are illustrated in Figure 2. The means of the two groups (French 9 versus no French 9) were significantly different ($t=3.70$; $p<.001$), indicating that the higher the Grade 6 achievement score, the more likely the student was to take French 9.

There also was a relationship between students' reported French 8 marks and the decision to take French 9. The mean French 8 mark for those who took French 9 was approximately one letter grade higher than that of the students who opted not to take the language.

The three main reasons given by students for not continuing in French were:

"I found French too difficult" (5)

"I am not going to university" (3)

"I am taking another language" (3).

Five out of eighteen of the students not taking French intended to go to university (six did not and seven were undecided). All five were enrolled in another language course. Of nine Follow-up students who did not intend to go to university, one-third (3) were enrolled in French 9.

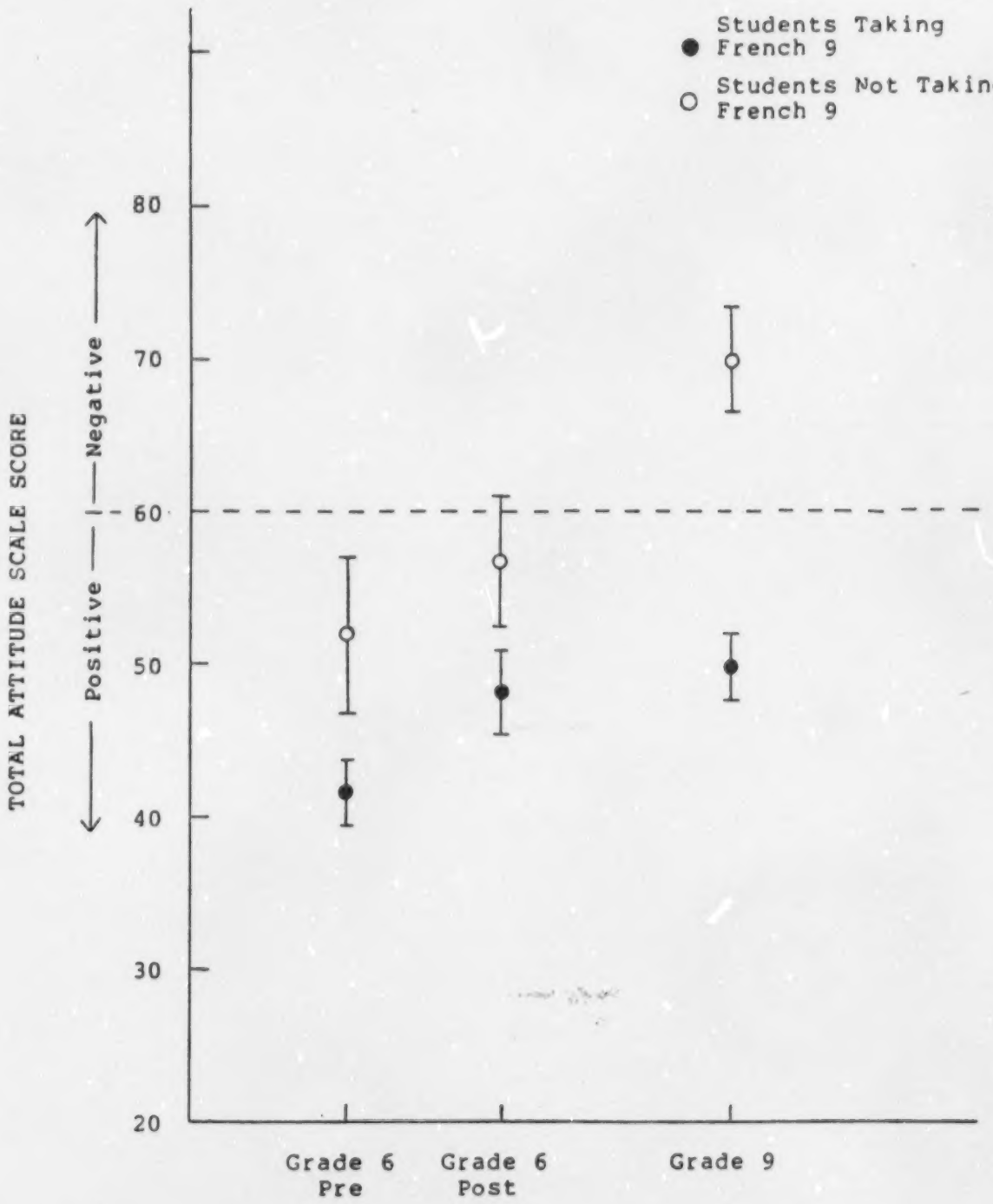

Figure 1: Attitude Scale Mean Scores and Standard Errors for Students Taking French 9 Versus Students Not Taking French 9

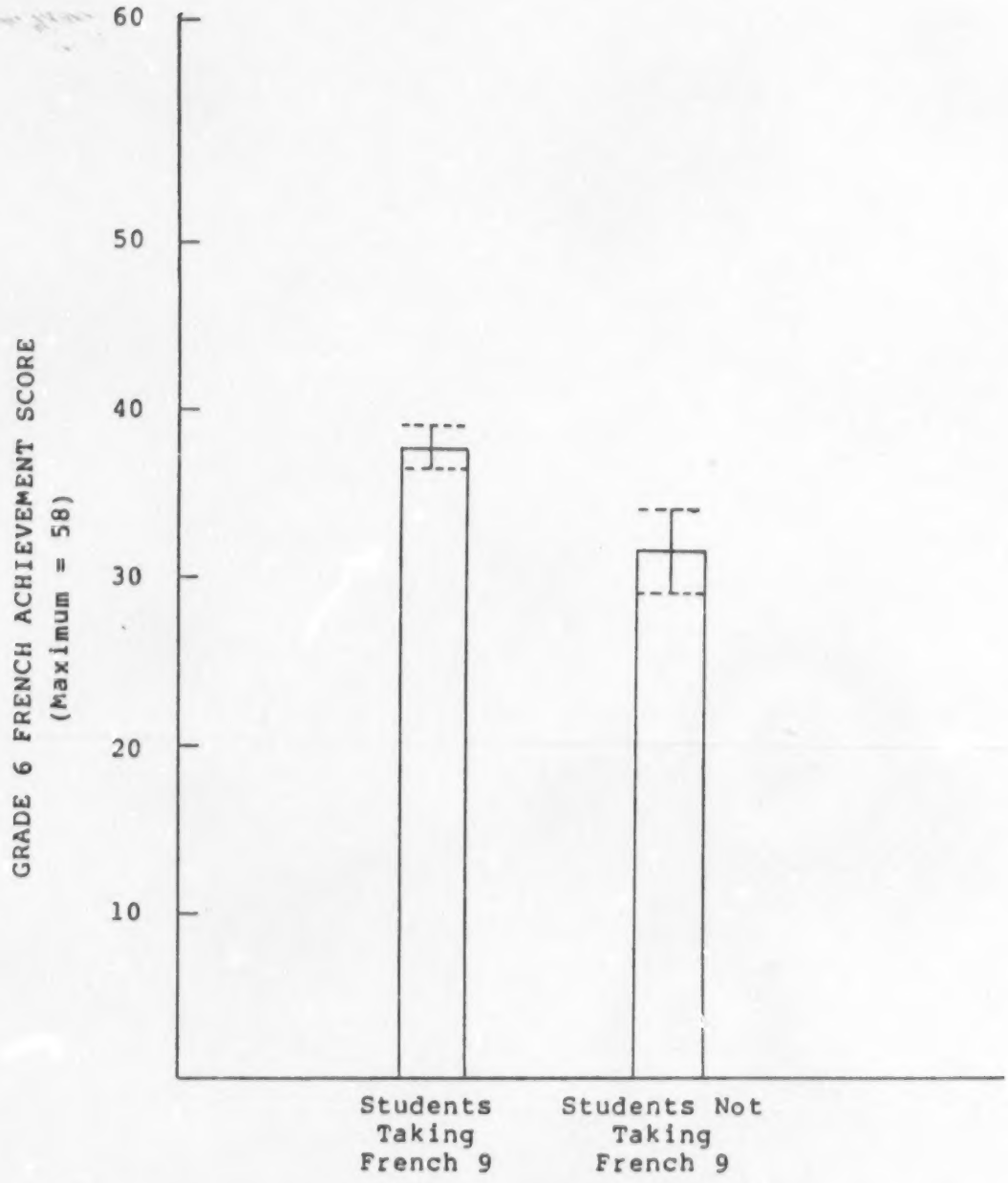

Figure 2: Grade 6 French Achievement Mean Scores and Standard Errors for Students Taking French 9 Versus Students Not Taking French 9

DISCUSSION

Since the inception of the EFSL program in 1974, the School District has recognized the importance of long-range planning, evaluation, and continuity for the French program. Results of previous evaluations of the district's EFSL program indicated that the program has been successful in fostering positive attitudes toward French language and culture and in improving students' French skills from year to year (Shapson, Kaufman & Durward, 1977, 1978). Such findings are in contrast to those reported in other EFSL or "Core French" studies: Stern, Swain and McLean (1976) found that attitudes toward French tend to become less positive with increasing grade, and the B.C. French Study (Shapson et al., 1981) reported no significant gains in French achievement between the first and second years of elementary French programs.

At the secondary level, results of the present study showed that grade 9 students enrolled in French had positive attitudes toward French.

The success of this FSL program is undoubtedly related to its efforts to provide effective articulation, both horizontally (within grade levels) and vertically (between levels). The district fulfills three out of four requirements which Walsh (1967) deems necessary for "smooth and effective articulation" (p. 347): a secondary program geared toward graduates of an EFSL program; a carefully planned coordination of the EFSL and SFSL programs; and coordination by a single modern language supervisor. Although "interchanges of visits and information

among the foreign-language teachers at all levels" (Walsh's fourth requirement) may not be as frequent as necessary to meet Walsh's criteria, they do take place in the district through monthly meetings involving secondary French Department Heads, the Co-ordinator of Modern Languages, and a representative of the elementary French teachers.

At the elementary level, the strategies employed by the office of the Co-ordinator of Modern Languages to improve horizontal articulation are among those advocated by Lange (1982), e.g., regular provisions of in-service for teachers to improve French skills; and standardization of time allotment, curriculum and program objectives for French.

The implementation of a new provincial Secondary Curriculum Guide has facilitated "vertical" (Lange, 1982; Walsh, 1967) articulation. Both the elementary and the secondary French programs have been restructured so that students complete the equivalent of Level I of the Guide by the end of elementary school (grade 7), and enter Level II in the first year of secondary school (grade 8). The present study provided insight into the vertical articulation in the district in years past, when the elementary program was still in its formative stages. The sample of students surveyed during the first year of the study was a heterogeneous group, in that approximately one half of them had taken French in both grade 6 and 7 and the remainder had only one year (grade 7) of elementary French. In contrast, the group of students in the second year of the study was more homogeneous: approximately 90% had completed both grade 6 and 7 elementary French. The finding that students in the

homogeneous group rated all levels of the French program as less difficult than did the heterogenous group suggested that the more balanced the grade 8 French classes in terms of students' previous experience in French, the easier the elementary-secondary transition for students.

The activity rated by students as the most valuable in terms of facilitating articulation was the review period at the beginning of grade 8. It is expected that the effect of the review period was to ensure that the entering students were more homogeneous in terms of their knowledge of the elementary curriculum content. The result of such a remedying of deficiencies in horizontal articulation at the grade 7 level would be subsequent more effective vertical articulation (Walsh, 1967).

Students' retrospective views on how the elementary French program might be more helpful to the secondary program provided additional insight into the problem of continuity. From the vantage point of secondary school, the students wished that they had spent more time on the more formal aspects of French, and particularly on verbs. Their comments suggested that there was a "lack of concordance" (Pillet, p. 92) between the elementary and secondary materials. Since the study was undertaken, changes in curriculum, including the implementation of a new EFSL commercial program (Vive le francais, Addison-Wesley Publ.), with more emphasis on the four skills approach, have been made. it would be interesting to determine if current secondary students' views on articulation differ from those expressed in the study.

The students' comments also indicated that an increase in

the time allotment for French at the elementary level would have made the EFSL program more helpful for the secondary program. The typical time allotment in the district was twenty minutes daily, for a total of 100 minutes per week. International research on the relationship of instructional time to student performance of time certainly supports such an increase (Stern et al., 1976; Burstall et al., 1975), and the B.C. French Study finding (Shapson et al., 1981) of an advantage in achievement scores for students in classes with more than 100 minutes per week of French instruction is particularly relevant here.

Data from the study demonstrated that one of the greatest obstacles to effective vertical articulation is one over which educators have little control - student mobility. In the Follow-up study 42% of the students tested in grade 6 could not be located in the school system in grade 9. The difficulties posed by mobility have been demonstrated in other recent studies on articulation as well (Durward, 1983; Durward & Durward, 1982). Perhaps it is now appropriate to undertake a project such as that proposed by Stern (1982b):

> A Canadian modern language curriculum project... would give all the ministries, and not only the ministries, but also school boards, provincial language associations, leaders in the profession, and anyone else concerned with language program development access to a common pool of ideas and practices. This would not only save time and money, but would also meet a genuine need and at the same time establish a cooperative principle from which all the provinces could benefit. (p. 37)

Effects of EFSL on Subsequent Language Study

Subsequent language achievement. In order to examine the effects of studying French in elementary school on subsequent

achievement in the language, it is preferable to compare achievement results of EFSL graduates to those of comparable students with no EFSL background (e.g., Burstall et al., 1974; Lipton & Bourque, 1969; Vocolo, 1967). This type of comparison was not possible in the present study, as almost all students surveyed in grade 9 were EFSL graduates. However, a comparison of two groups of students' ratings of the difficulty of the French program suggested that the degree of exposure to French in elementary school did affect achievement in French in secondary school: the Year II group students (90% of whom had completed two years of elementary French) reported finding secondary French less difficult than did the Year I group (of whom the majority had completed only one year of EFSL).

Continuation of second language study. The recent move by British Columbia universities to implement or reinstate a second language entrance requirement clearly has affected students' motivations for taking French: the fulfillment of the requirement was the reason given for taking French by over 68% of the students. Furthermore, all Follow-up students not taking French who intended to go to university were enrolled in another language class.

However powerful the university language requirement is as an "instrumental" (Gardner & Lambert, 1972) motivator, several results from the study indicated that it is not the only reason students are continuing in French; i.e., that the motivational characteristics of students are "neither exclusively integrative nor wholly instrumental" (Burstall, 1978, p. 3). Almost 40% of the students gave their desire to learn a second language or the

fact that they liked French, (both which Gardner and Lambert would term "integrative"), as reasons for wanting to continue in French. As well, one-third of the Follow-up students who did not intend to go to university were taking French, and over one-half of the French 9 students surveyed intended to take French to the grade 12 level, despite the fact that the universities only require a second language to the grade 11 level. If the students' intentions are realized, there would be a marked increase in the percentage enrolment figures for French 12 over those of previous years. Such an increase could be interpreted as further evidence (Lipton & Bourque, 1969; Oneto, 1967) that students with elementary second language experience are more likely to continue their language study, since the students in the present study were the first graduates of a district-wide two-year EFSL program.

Attitudes toward French language and culture. Stern et al. (1976) distinguished three aspects of development of attitudes; first, that students come to the learning of French with attitudes derived from their home, school and wider environment; second, that further attitudinal development may occur in the course of learning French; and third, that attitudinal development may be fostered by positive intervention, e.g., contact with Francophones.

Results of the present study indicated that students come to the learning of French with positive attitudes toward French, and that these attitudes tend to become less positive in the course of learning French. These results support those of Shapson et al. (1978).

Attitudes toward French of students who drop French after grade 8 were found to be significantly more negative than attitudes of those who elect to continue studying the language in grade 9. In addition, it was found that students who drop French tend to have less positive attitudes toward French from their first exposure to the language in grade 6.

The specific reasons for the changes in attitude are difficult to determine. Although they may be directly related to the program, external factors such as parental influence (Burstall, 1978) and general maturation are known to exert a considerable influence on the development of pupils' attitudes toward foreign-language learning. Lambert and Klineberg (cited in Burstall, 1978), for example, suggested that:

> Favourable attitudes may reach their peak at about the age of ten and thereafter decline during the early years of adolescence, concomitant with an accelerated development of the stereotyping process and an increase in loyalty towards the peer-group. (p. 12)

The relationship between attitude and achievement in a second language referred to in many studies (Gardner & Lambert, 1972; Gardner & Smythe, 1976; Burstall et al. 1974), i.e. the more positive the attitude score, the higher the achievement and vice versa, was not apparent at the grade 6 level but did hold for the grade 9 level. This finding lends support to the view (Burstall, 1978) that pupils' attitudes towards learning are positively and significantly related to their eventual level of achievement.

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2. Yalden, M. Language policy in Ontario's secondary schools. Address to the S.E.R.P. Symposium, September 16, 1980. Notes for a speech, p. 11. Office of the Commissioner, 1980.

3. Total district French 9 enrolment (Year II) = 1031.
   Total district grade 9 enrolment (Year II) = 1341.
   Projected French 12 enrolment 1983-84:
   (.565 x 1031) = 583
   Projected percentage of total grade 12 enrolment taking French 12 in 1983-84:
   (583/1341) = 43.4%
   Calculations do not take into account school dropouts or students undecided about taking French 12, both of which would tend to increase projected French 12 enrolment.

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